DOCUMENT RESUME

ED 237 747 CE 037 772

AUTHOR Leach, James A.; Sanders, Carol S.
TITLE Education for Employment. Planning for Economic Development: A Strategic Approach.
INSTITUTION Illinois Univ., Urbana. Dept. of Vocational and Technical Education.
SPONS AGENCY Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE Nov 83
NOTE 36p.; A slide/tape presentation to accompany this booklet is available from the Illinois Vocational Curriculum Center.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Business Responsibility; Change Strategies; Community Development; Cooperative Planning; *Developmental Programs; Economic Change; *Economic Development; Education Work Relationship; Elementary Secondary Education; *Government Role; *Government School Relationship; Guidelines; History; Institutional Cooperation; Job Development; Postsecondary Education; *School Business Relationship; School Involvement; *School Role; Statewide Planning; Unemployment; Vocational Education
IDENTIFIERS *Illinois

ABSTRACT

This booklet has been prepared to provide business, industry, labor, government, and educational groups with an overview of the economic development process as well as ideas for planning and implementing coordinated economic development activities. An overview defines economic development and provides premises upon which the definition was established. It also identifies three major goals for economic development and defines the roles of the groups involved. Strategies provide objectives and means for accomplishing the goals, identify responsible groups, and suggest delivery systems within which the strategies can be implemented. A final planning section first identifies available resources, then provides a list of suggestions for successful planning within educational institutions, and provides an outline to aid planning efforts. (KC)

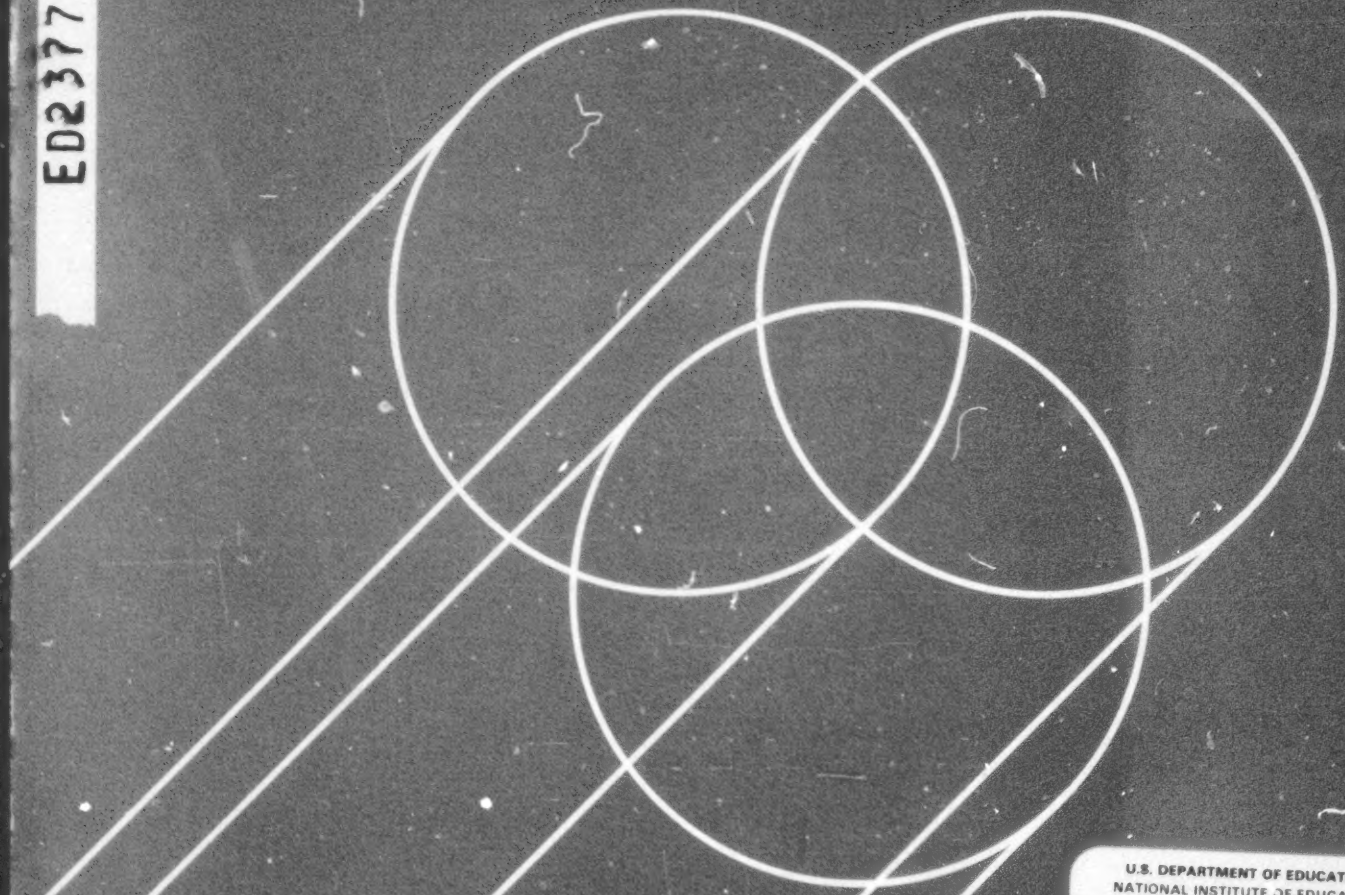
**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

IL841324

# Education for Employment
# Planning for Economic Development: A Strategic Approach

Illinois State Board of Education
Adult Vocational and Technical Education

ED237747



U-037 772

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

- ✓ This document has been reproduced as received from the person or organization originating it.
- ☐ Minor changes have been made to improve reproduction quality.
- • Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

D Gill

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Education for
Employment

Planning for
Economic Development:
A Strategic Approach

Project Staff:
James A. Leach,
Project Director
Carol S. Sanders,
Principal Investigator

Department of
Vocational and
Technical Education
College of Education
University of Illinois
Champaign, Illinois

Illinois
State Board
of Education

Walter W. Naumer, Jr.
Chairman

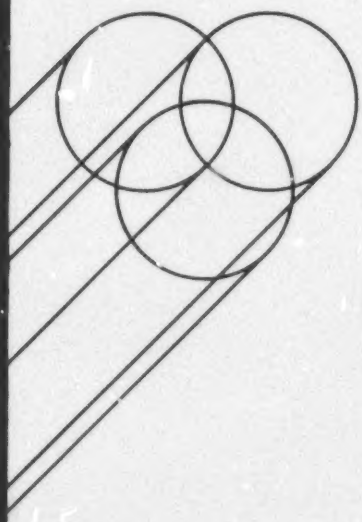
Donald G. Gill
State Superintendent
of Education

Department of
Adult, Vocational
and Technical
Education

Research and
Development
Section

November, 1983

# Foreword



"Education for Employment — Planning for Economic Development: A Strategic Approach" has been prepared to provide business, industry, labor, government and educational groups with an overview of the economic development process as well as ideas for planning and implementing coordinated economic development activities. This document provides information pertaining to the current national and state economic environment, a response to economic conditions, economic development, implementation strategies, and planning aids for supporting economic development efforts. A slide-tape presentation which complements this document is also available.

The research process used in conducting this project included a review of literature and information gathering from a steering committee of 25 individuals representing government; business, industry, and labor; and education. This steering committee provided valuable input into the conceptual and developmental efforts of the project staff. Sincere appreciation is extended to those 25 individuals.

The Illinois State Board of Education is committed to assisting local education agencies in the development of quality educational programs that prepare youth and adults with the skills needed to live a satisfying and productive life. Now, more than ever, educators are being called upon to prepare creative, responsible, and adaptable youth and adults to meet the changing nature of the workplace.

Donald G. Gill
State Superintendent
of Education

## Vocational Education's Role(s) in Economic Development Project

### Steering Committee Members

James A. Anderson
Executive Director
Commission for Economic Development
222 South College Street, Room 203
Springfield, Il 62706

Charles Baker, Manager
Office of Private Sector Programs
Department of Commerce and Community Affairs
2222 South College Street
Springfield, IL 62706

David E. Baker
Executive Vice President
Illinois State Chamber of Commerce
20 North Wacker Drive
Chicago, IL 60606

Joan Bevalacqua, Director
Business and Professional Institute
22nd Street and Lambert Road
Glen Ellyn, IL 60137

Tim Bramlet
Director of Industrial Relations
Illinois Manufacturing Association
175 West Jackson Boulevard
Chicago, IL 60604

Linda Calafiore
Assistant Manager
Comprehensive Training Section
201 North Wells, Room 1220
Chicago, IL 60606

James Civik
Director of Education
Illinois Bankers Association
205 West Randolph
Chicago, IL 60606

Marilyn DeRuiter
Fitness Club, Inc.
505 W. Lincoln Avenue
Charleston, IL 61920

Rosetta M. Douglass
Manpower Planner II
Land of Lincoln Consortium
1301 N. 11th Street
Springfield, IL 62702

Thomas L. Erekson, Coordinator
Vocational, Technical and Career Education
356 Swen Parson
Northern Illinois University
De Kalb, IL 60115

Betty Jo Hill
Illinois State Board of Education
Consultant
100 North First Street
Springfield, IL 62777

James Huber, Manager
Management Development
Caterpillar Tractor Company
100 N.E. Adams Street AB3B
Peoria, IL 61629

Joy Janssen
Executive Director
Illinois Vocational Association
44 Emporia Avenue
Springfield, IL 62702

J. Martin Jensen, Manager
Employment and Training Services
Department of Commerce and Community Affairs
320 West Washington, 5th Floor
Springfield, IL 62706

Keith Lape, Director
Program Division
Illinois Community College Board
3085 Stevenson Drive
Springfield, IL 62703

Leonard Larsen
Loan Officer
Small Business Administration
No. 4 Old Capital Plaza
Springfield, IL 62701

Clifton H. Matz
Assistant Dean for Career Programs
Parkland College
2400 West Bradley Avenue
Champaign, Il 61820

Robert B. Meeker, Supervisor
Bloomington-Normal Adult Education
Bloomington AVC
1202 East Locust
Bloomington, IL 61701

Ronald C. Morehead
Illinois AFL-CIO MAP Field Representative
401 East Sycamore
Normal, IL 61761

Tom C. Nicholson
Director of Career Education
Orion Community Unit District #233
1100 Thirteenth Street
Orion, IL 61273

Norm Peterson, Director
Governor's Commission on Science and High Technology
310 South Michigan Avenue, Suite 1000
Chicago, IL 60604

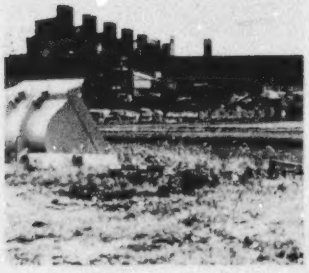
Regina V. Polk
Business Agent
Local 743, I. B of T. 4th Floor
300 South Ashland
Chicago, IL 60607

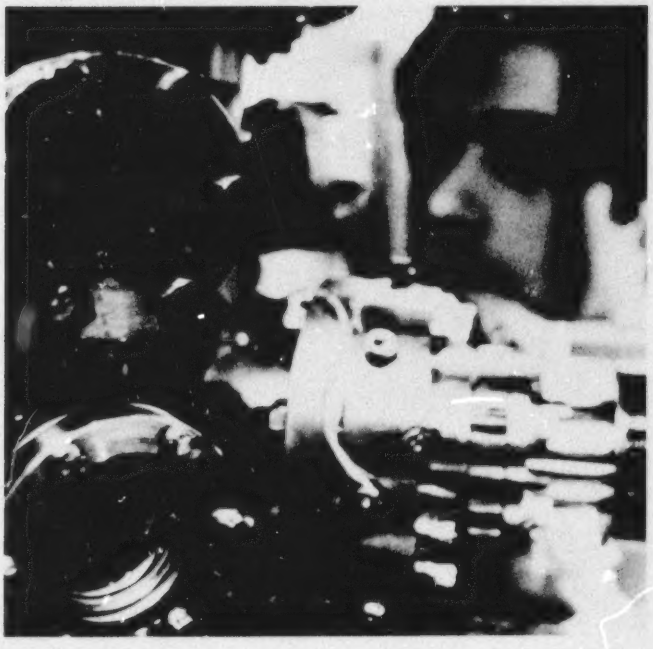
William E. Reynolds, Manager
Adult and Continuing Education
Illinois State Board of Education
100 North First Street
Springfield, IL 62777

Philip A. Viso
Assistant Superintendent
Chicago Board of Education
228 North LaSalle
Chicago, IL 60601

Al Webb, Manager
Industrial Relations
Sealmaster Bearings
1901 Bilter Road
Aurora, Il 60507

Current
Economic
Environment





## U.S. Economy

Illinois' economic problems are shared by other states. Basic problems have been identified as: (1) decline in rates of productivity; (2) decrease in capital investments; (3) higher interest rates; (4) lack of effective dialog between public and private sectors; (5) periods of high inflation rates; and (6) unstable sources of energy. Underlying these problems are several broad emerging trends that are restructuring the economic and social institutions of our nation.

- The United States is shifting from a mass industrial society to a service and information society. The impact of this transformation will have a significant effect on Americans both at home and on the job.
- There is more decentralization than centralization taking place in America. For the first time in the nation's history, authority is shifting from the President to the Congress and from the Congress to the states and localities.
- The United States is operating, to a greater extent, within the context of a competitive world economy rather than within the parameters of a domestic economy. Technological advances in communication and information processing have made it possible for developing nations with lower labor costs to compete with industrialized nations for world markets.
- The nation's economy is affected by accelerated technological advances both at home and in the workplace. For some, fear of technology and the loss of human involvement and control over the environment are accompanying these technological advances.
- A job revolution is occurring in America. The work environment is being restructured. American workers demanding more satisfaction from work are taking part in management and organizational decisions.

Business, industry, labor, government, and education must adapt to the changes restructuring society. Most leaders agree that the United State's economy must undergo a fundamental change if it is to remain competitive in world markets.

## Illinois' Economy

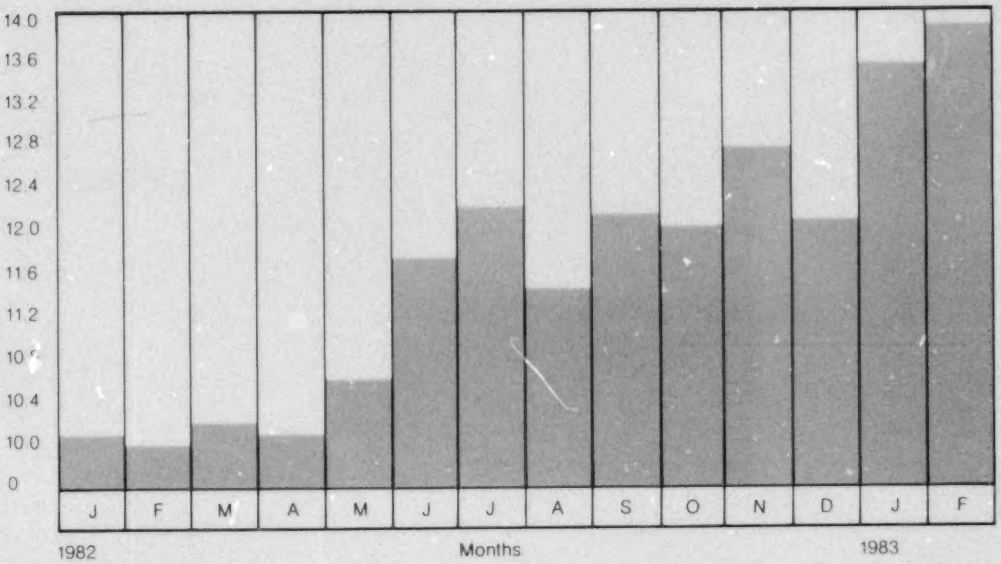
Illinois' economy has much to offer its own citizens and provides an attractive economic climate to prospective residents. Transportation by air, water, road, and rail link the state to the rest of the nation. Illinois has significant natural resources in addition to well developed public and private institutions of education, research, culture, and finance. Illinois' assets include:

- A skilled work force. Nearly half of Illinois' 5.4 million workers are professionals, skilled technicians, craftspeople, or machine operators.
- Recoverable reserves of 50 billion tons of bituminous coal. Illinois is a leading oil refining state and pumps about 32 million barrels of oil per year. Illinois is a leader in the generation of nuclear power.
- Banks (more than 1,200) control 7.6% of the total assets of the United States. In addition to this strong financial base, Illinois has almost 400 savings and loan institutions and headquarters over 70 large insurance companies. Combined, these facilities provide the strength and diversity required to provide the capital needed to finance industrial and commercial development projects.
- Access to major waterways and a modern international airport. Illinois is at the heart of the nation's highway system.
- Advanced communications technology.
- Cultural excitement, affordable housing, and educational facilities that rank among the nation's best.

However, like the rest of the nation, Illinois' economic climate is wavering. Illinois' unemployment rate has been increasing gradually, as illustrated in the following unemployment chart.

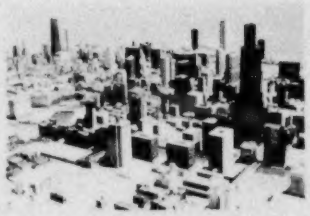
In early 1983, unemployment was the highest it has been since the depression of the 1930's. Illinois per capita income was among the slowest growing in the nation at the end of the 1970's. Steel, automobile, construction, heavy equipment, and consumer durable industries have been influenced by competition from abroad and from other states. Energy and transportation costs have skyrocketed.

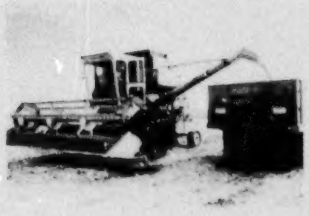
Illinois' economy is in a transition from a base of heavy manufacturing to a service and information base. The nature of skilled work is changing. Sophisticated systems and devices are changing some jobs, creating new jobs, and causing other jobs to be obsolete. Changes in the economic climate and ensuing new requirements of the labor force challenge the education system to prepare individuals capable of ceative, responsible, and adaptable work.




**Illinois Rate of Unemployment**
**January, 1983 through February, 1983**

Source: Illinois Bureau of Employment Security





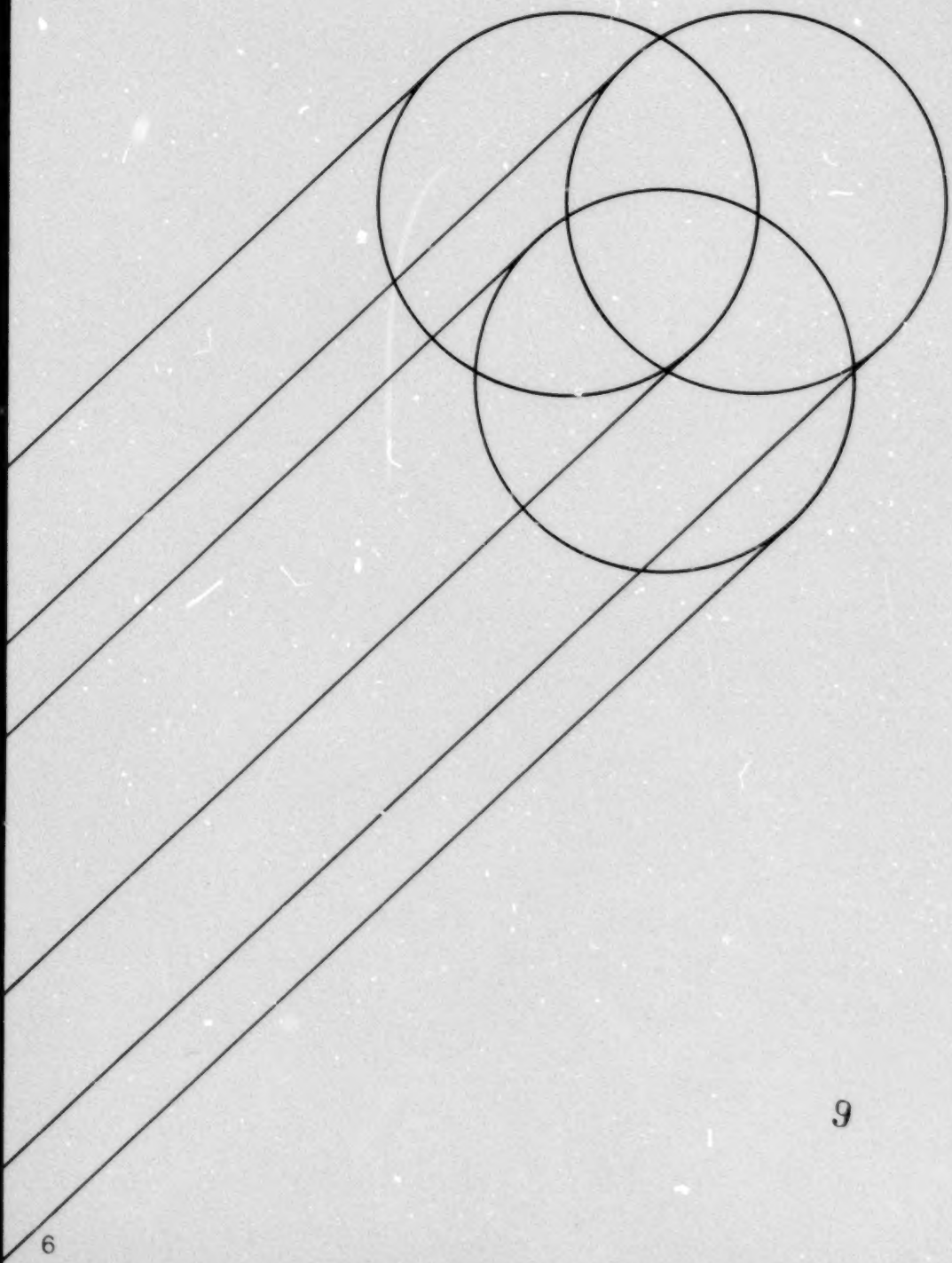
# Economic Development: A Response to Economic Conditions

## Defining the Concept

Conditions of the national and state economies, coupled with the underlying trends that are restructuring the economic and social institutions of the nation, stimulated the need to emphasize economic growth. Responses to economic conditions on the national, state, and local levels have popularized a concept known as economic development.

Economic development can be defined as "organized, planned, and cooperative efforts between public and private sectors designed to improve the economic conditions in a community and/or state." This definition is based on the following premises:

- Economic development implies a process occurring within a geographic area, that encourages the creation, revitalization, and expansion of business and industry, provides increased employment opportunities, and maintains or enhances the quality of life of its citizens.
- Economic development requires a coordinated, cooperative effort among business, industry, labor, all levels of education, and governmental agencies.
- Economic development requires clearly defined roles and responsibilities for all groups and individuals involved in implementing activities associated with the process.

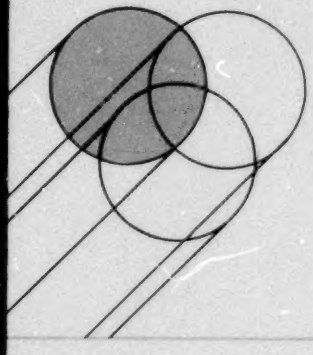
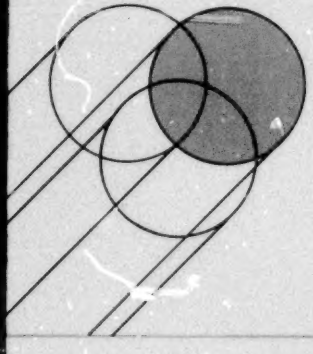
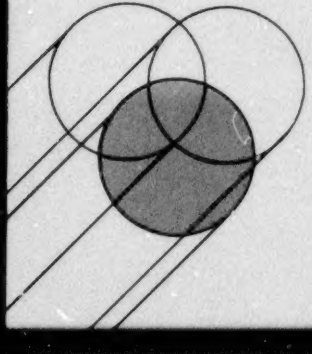


**Identifying Goals, Components, and Outcomes**

The economic development concept is comprised by numerous elements. An analysis of the elements reveals that in the broadest sense there are three major goals of economic development; (1) human development; (2) job development; and (3) community development. As outlined in Diagram I, each major goal is divided into two components and each goal has one primary outcome.

**Diagram I**

Goals, Components, and Outcomes of Economic Development

| Goals | Components | Outcomes |
|---|---|---|
| Human Development  | Development of personal attributes important for job success<br><br>Development of occupational knowledge and competencies | Increased productivity and satisfaction from work |
| Job Development  | Creation of new employment opportunities<br><br>Expansion and/or improvement of existing exployment opportunities | Increased employment opportunities |
| Communtiy Development  | Improvement of community environments<br><br>Development of local economic development plans | Improved quality of life |

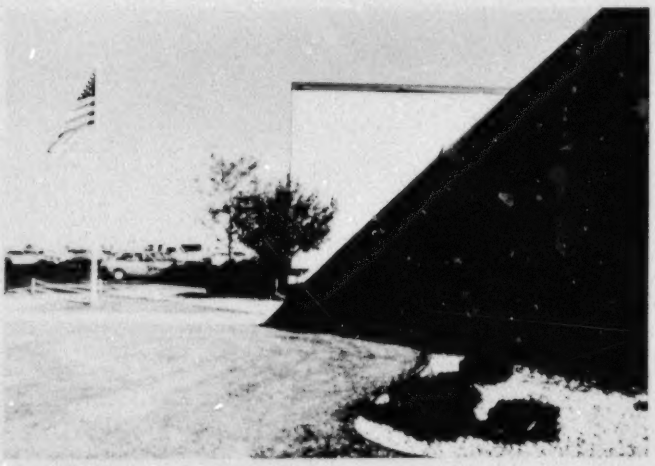
## Current Economic Development Efforts

There is agreement among the groups (i.e., government, business, industry, and labor, and education) that each must be involved in working cooperatively toward economic development. The groups each have been involved in and initiated a number of economic development activities. However, activities of the groups are often isolated, not approached systematically, nor are they coordinated with the activities among one another.

### Business, Industry, Labor

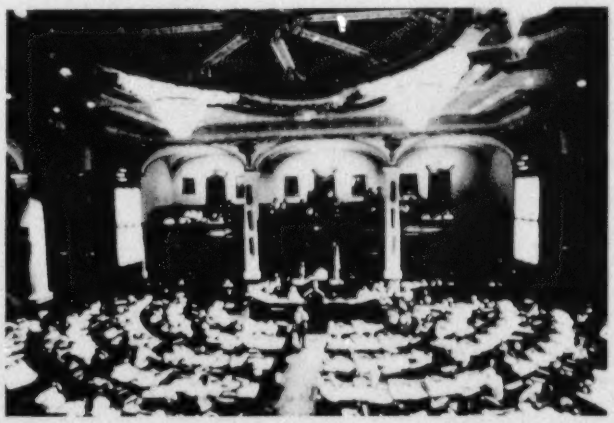
Business and industrial leaders became formally involved in economic development with the creation of Illinois 2000 sponsored by the Illinois State Chamber of Commerce. Illinois 2000 was formulated in 1979 as a private, non-profit, tax exempt foundation, aimed at mobilizing business, labor, academicians, public officials and community leaders in an open participatory process to propose long-range economic goals for Illinois.

Supported by private funding, Illinois 2000 received considerable assistance and counsel from state and local government experts. The overall goal of Illinois 2000 was to assure that Illinois constantly strive to improve its competitive economic position among the states through private/public sector cooperation. Illinois 2000 outlined 51 long-range economic goals for the state. These goals, yet to be fully achieved, were characterized in four major themes: (1) economic development and jobs; (2) resource base; (3) health and human services; and (4) tax and governmental structure.



### Government

Economic development was, and still is, recognized as a priority of Illinois government. House Bill 2000, sponsored jointly by the General Assembly and the Governor in 1977, created the Task Force on the Future of Illinois. The charge of the Task Force was to evaluate and articulate State goals and objectives regarding the future of Illinois and to recommend an agenda for implementing actions resulting from the Task Force effort. One of the recommendations in the 1980 Final Report of the Task Force focused on economic development. The recommendation identified four goals for economic development: (1) attract private investment to maintain and expand Illinois' diverse economic base; (2) strengthen existing communities; (3) support state investments that foster balanced, concentrated, efficient patterns of new de-



velopment; and (4) maintain Illinois' balanced multi-modal transportation system. The Task Force expressed confidence in the future of Illinois and envisioned a new kind of future, one of increased responsibility, of willingness to plan for the use of limited resources, a future of advanced technology and commitment to human resources.

Additional governmental initiatives include a Commission for Economic Development, a Commission on Science and High Technology, a Task Force on Private Sector Initiatives, and an Illinois Jobs Training Coordinating Council (formally the Illinois Employment and Training Council). The Illinois Jobs Training Coordinating Council established to develop Job Training Partnership Act (JTPA) initiatives has a Private Sector Linkages Committee focusing on economic development.

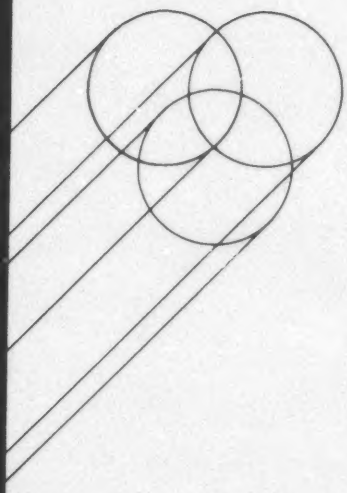
A branch of Illinois government, the Department of Commerce and Community Affairs (DCCA) is responsible for strengthening the State's economy by promoting the growth of business and industry; by providing job training programs and increasing employment opportunities for Illinois citizens; and by assisting units of local government and related public and private sector groups to more fully utilize their resources. The DCCA recently (1983) organized an Illinois Development Board to serve as the State's principal economic development advisory board. The Illinois Development Board members represent the eighteen public and private advisory groups who work with the DCCA and Illinois businesses. According to the Director of the DCCA, the Illinois Development Board will: (1) devise a comprehensive strategy to better the overall Illinois economy; (2) advise on Illinois' efforts to market the State and its products overseas; and (3) advocate a diversified Illinois economy.

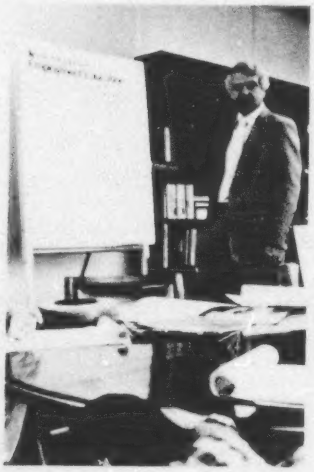
To create more jobs and improve the quality of life in Illinois communities, the DCCA established "Illinois, Inc." an alliance of State government, business, labor, communities, units of local government and individuals, to promote Illinois as a place to live and do business. "Illinois, Inc.," is an international marketing and economic development program which invites the world to "Discover the Magnificent Miles of Illinois." As an activity of "Illinois, Inc.," DCCA publishes a monthly newsletter titled, "Illinois Economic Report."

To promote economic growth, two programs were created through State legislation. The Illinois Industrial Training Program (ITP) was created to assist employers in obtaining the skilled labor needed for carrying out business expansions. The ITP provides industry with funds to pay a percentage of the wages for training new and/or upgrading employees. The Enterprise Zone Act was enacted in December, 1982, to provide financial incentives for business growth in areas of high unemployment.

Efforts are being made by government and business to work together to create employment opportunities in Illinois.

## Education





On October 5, 1982, Illinois Governor James R. Thompson announced a major program designed to reshape educational opportunities and help prepare students for employment in the economy of the future. The proposal for the Education for Employment Program includes ideas with a vision of Illinois education for the last part of the 20th century. In announcing the Education for Employment Program, Governor Thompson stressed that we must be prepared to accept the rapid changes in state, national, and world economics with a sound educational program. The quality of our educational system, Thompson indicated, is not only a result of the resources which state and local taxpayers provide, but it also depends on the ability of state and local leaders to adapt to the economy of the future.

The Illinois State Board of Education in its policy making role for vocational education has been involved in education for employment for many years. The Department of Adult, Vocational and Technical Education of the Illinois State Board of Education administers federal and state revenues to provide all citizens with educational opportunities in: (1) vocational and technical education, (2) career education, (3) adult education, and (4) comprehensive training under the Job Training Partnership Act. The organization of the Department of Adult, Vocational and Technical Education is structured to meet the mandates of federal legislation, to complement the goals of the State Board for employment-based education, and to deliver quality education programs to all Illinois citizens who desire them.

Numerous projects related to economic development have been sponsored by the Illinois State Board of Education, Department of Adult, Vocational and Technical Education. The products include materials on job creation, worker productivity, entrepreneurship education, occupational survival skills and small business management (see Bibliography on page 28). Titles and descriptions of three economic development projects follows:

- "Identification and Infusion of Economic Literacy Concepts into the Instructional Program" — the purpose of the project is to provide youth and adults enrolled in vocational education programs with some knowledge and understanding of how they, as employers/employees, can affect productivity, develop a sense of pride and accomplishment in the jobs they perform, and function effectively and knowledgeably in the free enterprise system.
- "Fostering Economic Development Through Vocational Education and Services" — the purpose of this project is to change the attitudes of area community leaders concerning area economic potential. The leaders will be provided with skills needed to foster economic development. A written plan will be developed to coordinate vocational education, government, business, education, industry, and labor programs and services.
- "A Model Collaborative Economic Development Project for Community Colleges" — the purpose

of this project is to: (1) assess area vocational education training needs and training programs offered, (2) link business, industry, government, and community-based agencies with vocational education programs by developing a jobs clearinghouse, instituting a hotline, and informing business of training available in the area, (3) design specialized economic programs by offering on-site consultations at the college and through task groups of area experts, and (4) develop a needs assessment instrument, a step-by-step manual on how to design vocational training needs, and a handbook on the process of developing an economic development clearinghouse.

In 1978 the Illinois State Board of Education initiated the development of the High Impact Training Services program (HITS). HITS, funded from state and federal vocational education dollars is intended to:

- Provide specialized job training to any business or industry that is expanding or relocating in Illinois.
- Bridge the gap between long-term, in-school vocational training programs and immediate short-term job training needs of business and industry.
- Provide financial assistance to local education agencies to design and conduct needed job training programs.

To qualify for HITS an existing Illinois business or industry must have a planned expansion that will permanently increase the number of personnel through additional work shifts and/or facilities in excess of normal growth and turnover. HITS, combined with the prior mentioned Industrial Training Program (ITP), provides an attractive customized training program for prospective and existing business and industry.

## Defining Roles

Business, industry, labor, government, and education can no longer operate independently to achieve economic growth. Given the necessity for economic growth during this time of declining resources, efforts need to be organized, planned, and coordinated to improve economic conditions. The groups each have primary roles in meeting the goals of human development, job development, and community development as illustrated in Diagram II.

**Diagram II**

Primary Role(s) of Groups Involved in Economic Development

| Groups | Primary Roles |
|---|---|
| Government/Public Agencies | • **Leadership**-establish policy and serve as the vehicle for planning, promoting, and implementing the economic development process<br>• **Advisory**-provide assistance to the major groups as they plan for and implement the activities associated with their identified roles and responsibilities for economic development<br>• **Coordination**-encourage and monitor coordination, cooperation, and collaboration between and among all the groups involved in carrying out their identified responsibilities for economic development |
| Business/Industry/Labor | • **Resource Utilization**-provide an effective and efficient workplace conducive to generating jobs and increasing productivity<br>• **Cooperation**-coordinate, cooperate, and collaborate with all groups involved in the economic development process |
| Education for Employment | • **Education**-provide basic education for and about work<br>• **Training**-provide specific training to meet the current and future needs of business, industry, and labor<br>• **Articulation**-coordinate local program offerings, K-adult (unit districts, area vocational centers, community colleges), coordinate regional and/or statewide program offerings<br>• **Program Improvement**-revise and update vocational education programs and services to meet the changing needs of business, industry, labor, and government<br>• **Cooperation**-coordinate, cooperate, and collaborate with all the groups involved in the economic development process |

## The Role of Vocational Education in Economic Development

The education community is one of the three key groups involved in economic development. Governor James R. Thompson emphasized this role in announcing the Education for Employment program which outlines a five-part plan to adapt Illinois education resources for the last quarter of the 20th century. Part II of the Governor's program, which relates directly to vocational education, focuses upon relevant job training. The program places emphasis on job re-training for agri-business, high technology, and other growth occupations. In addition to Governor Thompson's Education for Employment program, the 1980 Revised Goal Statements of the Illinois State Board of Education identifies education for employment as a priority. In a general sense, programs and services which emphasize education for employment can be viewed from two related perspectives: (1) the opportunities provided for Illinois youth and adults to prepare for the work force in a manner compatable with their interests, activities and aptitudes, and (2) the contributions made to the economic development of the State and its local communities. The Education for Employment program in Illinois represents a balance between these human and economic development themes.

Educators at all levels share a role in education and training for employment as indicated on Diagram III, Employment Education and Training Model.

**Diagram III**
Employment Education and Training Model

| Grade Level | Objectives |
|---|---|
| Advanced | • To prepare individuals for employment in the professions |
| 13 | |
| Associate Degree/ Continuing Ed. | • To prepare individuals for employment in particular occupations<br>• To prepare individuals for specific jobs with particular employer<br>• To provide education and training for self employment<br>• To expand career opportunities through skill upgrading and retraining |
| 13 | |
| 12 | • To prepare individuals for further education and training*<br>• To prepare individuals for employment in specific occupational clusters<br>• To prepare individuals for employment in particular occupations<br>• To help individuals become more entrepreneurial<br>• To help individuals make informed choices related to vocational experiences<br>• To provide assistance in identifying and organizing procedures necessary for achieving desired career objectives* |
| 11 | |
| 10 | • To help individuals identify which of the occupational clusters best match their interests and abilities<br>• To help individuals explore their occupational interests within the occupational clusters of their choice<br>• To orient individuals to occupational opportunities within the five clusters<br>• To help individuals develop generalizable work skills<br>• To provide information related to occupational trends and job opportunities* |
| 9 | |
| 8 | • To help individuals become aware of the occupational clusters: agriculture; health; business; home economics; and industrial<br>• To help individuals explore occupations within the clusters<br>• To help individuals develop basic academic skills and understand human aspects of work*<br>• To help individuals develop positive work attitudes* |
| K | |

* This objective is emphasized at this grade level and each remaining higher level

| Delivery System | Outcomes |
| --- | --- |
| • University<br>• Business, Industry and Public and Private Agencies<br>• Community Groups | • Professional Career Preparation |
| • Community College<br>• Proprietary School<br>• Military<br>• Business, Industry and Public and Private Agencies<br>• Apprenticeship Programs<br>• Community Groups | • Technical Career Preparation |
| • Public and Private Schools<br>• Area Vocational Centers<br>• Business, Industry and Public and Private Agencies, used as resources<br>• Community Groups | • Preparation for entry level employment or further education |
| • Public and Private Schools<br>• Business, Industry and Public and Private Agencies<br>• Community Groups | • Career Exploration and Orientation |
| • Public and Private Schools<br>• Business, Industry and Public and Private Agencies, used as resources<br>• Community Groups | • Career Awareness and Exploration<br>• Basic Education For and About Work |

## Defining Vocational Education

Vocational education in Illinois is supported with federal grant-in-aid, general revenue, and local funds in elementary schools, high schools, secondary area vocational centers, community colleges, and state agency Departments of Mental Health and Developmental Disabilities, Corrections, and Rehabilitation Services.

Vocational education refers to a program of instruction in the public schools for occupations that require less than a baccalaureate degree. Vocational education experiences are tailored for awareness and exploration at the elementary level, orientation for grades 9-10 and preparation for grades 11-14 and adults. Preparatory experiences are offered for entry level employment or further education in an advanced occupational speciality.

The sources and types of programs which prepare people to enter and perform successfully in the world of work is staggering. In addition to the public and non-public school system — elementary, secondary, and postsecondary — education for employment programs are provided by:

- The various branches of the military.
- Non-public vocational schools operating on a profit or not-for-profit basis.
- Unions.
- Business and industry.
- Government-al agencies at the federal/state/local levels.
- Community groups.

Vocational education programs offering a series of courses, designed in a logical learning sequence, are suggested to local education agencies by the Illinois State Board of Education, Department of Adult Vocational and Technical Education. However, individual differences and preferences, availability of resources, and employment demand cause the delivery of vocational education to vary throughout the state.

Education for employment experiences range from very general to very specific. They include programs designed to help students learn basic skills which are needed in almost every occupation, to programs that train students for particular jobs with particular employers. The activities provided for students range from classroom instruction to laboratory/shop training to on-the-job training.

Education for employment experiences are provided at the elementary, secondary, and post secondary/adult levels. Students are afforded experiences in career awareness, exploration, orientation and preparation. More than 150 different skill training programs are provided by 570 high school/unit districts, 32 secondary area vocational centers, 39 community college districts, 2 universities, and 3 state agencies.

At the elementary level, more than one million elementary students participated in occupational awareness programs in FY'81. At the secondary level, nearly 520,000 students were served in the agriculture, health, home economics, business and industrial areas. Additionally, secondary schools served 31,000 adult non-credit vocational education students. Approximately 291,000 post secondary and adult students were served by community college, corrections, and mental health agencies. State Board efforts with the Comprehensive Employment Training Act program provided services to more than 9000 unemployed and underemployed youth and adults in FY'81.

Vocational education programs on the secondary level offer a series of courses, designed in a logical learning sequence, to provide entry level skills or preparation for further education in an advanced occupational speciality. Each local education agency modifies course sequences consistent with local labor force data, community and student interest information, and available agency resources.

## Strategies for Delivering Vocational Education

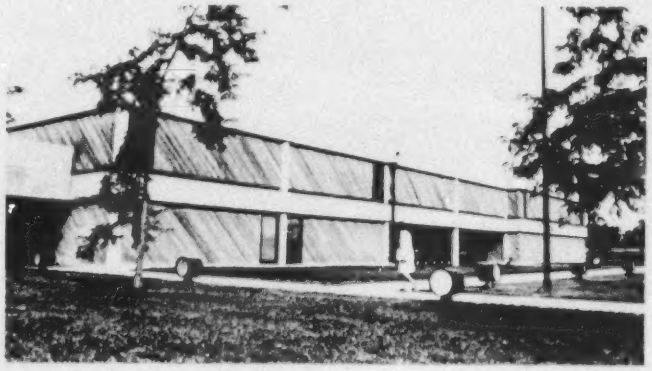
Many local agencies share instructional responsibilities with other public and private education agencies in their areas. Strategies by which local education agencies provide vocational education include:

- **In-School Vocational Instruction:** classroom and laboratory experiences are conducted within the local education agency's existing facilities.
- **Cooperative Agreements:** local education agencies of the same type share instructional responsibilities for a course(s) within a particular vocational program. These contractual ventures include:
  - a cooperative agreement between two or more secondary schools to provide vocational education. As an example, each school might provide orientation experiences for a Nurse's Aide Program with only one school providing the 11-12 grade Nurse's Aide skill development experiences.
  - a secondary area vocational center cooperative agreement among a number of secondary schools in which a specialized education facility is used for providing vocational education for high school and adult students.
- **Contractual Arrangements:** local education agencies of different types share instructional responsibilities for a course(s) within a particular vocational program. These contractual ventures include:
  - arrangements between secondary and postsecondary agencies for providing vocational education instruction of services.
  - arrangements between secondary and postsecondary agencies and private educational agencies for vocational education training. As an example, a private cosmetology school might provide instruction for high school students under a special contract.

Strategies by which local education agencies provide vocational orientation and skill training experiences in cooperation with the business, industry and labor community include:

- **Extended Campus:** community facilities are utilized as an extension of a specific vocational program in which the instructor and students move from the local school to extended campus facilities for planned laboratory experiences.
- **Cooperative Vocational Education:** vocational education is provided through written cooperative arrangements between the school and employers by alternation of study in school with on-the-job training. These types of paid work experiences must be planned and supervised by the school and employers.
- **Experience Based Education:** experience based education provides students with exploration/orientation experiences in which they earn credit for individualized learning projects completed in the community. Self-awareness, basic skills, career development, and career guidance are the four major components which are emphasized. The experiences of these students at community sites are viewed as viable learning activities. Students do not receive pay for their participation in the program. The length of the community site visits may vary from a few hours to 13 weeks.
- **Internship Experiences:** an instructional process providing work and/or orientation experiences in paid or non-paid employment at a job site under the supervision of an instructor and experienced worker.
- **Apprenticeship Training:** vocational education programs which are offered for apprentices who are employed to learn skilled trades. These programs of related instruction are made available to all persons interested in receiving this instruction.
- **Entrepreneurship:** a supervised occupational experience which involves some degree of student ownership and/or management. As a cooperative effort of the school and student's parent or guardian vocational experiences are provided at home, school, or other suitable location under the supervision of an instructor.

The primary roles of vocational education for economic development have been identified as: (1) education - basic education for and about work; (2) training - specific training to meet the current and future needs of business, industry, and labor; (3) articulation - coordinate local K-adult program offerings - coordinate regional and/or statewide program offerings; (4) program improvement - revise and update vocational programs and services; and (5) cooperation - coordinate, cooperate, and collaborate with all the groups involved in the economic development process. Vocational educators need to be aware of their roles and carry out their responsibilities within the total economic development scheme. In order for education for employment to contribute to the economic growth of Illinois, educators need to make a concerted effort to coordinate and collaborate economic development efforts with government/public agencies and the business, industry, and labor community. Meeting the present and future needs of business, industry, and labor through education and training will not only revitalize vocational education's goal of human development but also assist in revitalizing the economy of Illinois.



## Strategies for Economic Development Planning

Strategies for meeting each of the three major economic development goals and their components have been developed to assist in planning for economic development. The strategies can be implemented as a coordinated, cooperative effort of government, business, industry, and labor, and education. They can be implemented and delivered by the various levels of the public and non-public educational systems (e.g., elementary, secondary, area vocational centers, community colleges, and universities) as well as systems outside of education (e.g., proprietary schools, military, business and industry, and labor union apprenticeships).

The information displayed in Diagram IV contains a variety of implementation strategies from which economic development groups can select activities appropriate for local economic development planning. Individual community differences and preferences, availability of resources, and specific needs of local business and industry will cause a variation in local economic development plans. Consequently, the identification of the responsible groups (who) and the delivery systems (where) are to be decided as a joint effort of the local economic development planning group.

**Codes**

Who

G/PA — Government/Public Agencies
BIL — Business, Industry, Labor
ED — Education

Where

K-8 — Kindergarten through 8th grade
9-12 — 9th through 12th grade
AVC — Area Vocational Center
CC — Community College
Univ — University
P.S. — Proprietary School
Mil — Military
B & I — Business and Industry
Appr — Labor Union Apprenticeship

**Diagram IV**
Implementation Strategies

**Goal:** Human Development

**Outcome:** Increased Productivity and Satisfaction from Work

| COMPONENTS | STRATEGIES | Responsible Groups "Who" | | | Delivery Systems "Where" | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | G/PA | BIL | ED | K-8 | 9-12 | AVC | CC | Univ | P.S. | Mil | B & I | Appr |
| **Development of Personal Attributes Important for Job Success**<br><br>To develop positive values and attitudes toward work | • Contact a regional Illinois Career Guidance Center for assistance in selecting appropriate programs and materials related to development of positive values and attitudes toward work<br><br>• Reinforce positive work attitudes<br><br>• Provide experiences and activities that focus on the development of positive values and attitudes toward work (e.g., infuse into general curriculum, develop a separate class, develop individualized projects, etc.)<br><br>• Develop classroom activities that focus learning on understanding of self and others | | | | | | | | | | | | |

| COMPONENTS | STRATEGIES | Responsible Groups | | | Delivery Systems | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | G/PA | BIL | ED | K-8 | 9-12 | AVC | CC | Univ | PS | Mil | B & I | Appr |
| To develop basic academic skills and skills that center on the human aspects of work | • Teach employability skills (e.g., self-appraisal, applying for jobs, interviewing, etc.)<br>• Teach occupational survival skills (e.g., interpersonal relations, problem solving, decision making, effective communication, coping with conflict, etc.)<br>• Offer academic credit for individualized projects blending academic and work skills<br>• Teach entrepreneurial skills (e.g., organization, foresight, responsibility, risk taking, etc.) by developing a separate course, infusing the concepts into the existing curriculum or developing individualized projects<br>• Provide for strong basic knowledge and application of skills in mathematics, science, writing, and reading<br>• Develop pre-technology programs emphasizing applied mathematics and science<br>• Offer career guidance (e.g., self-appraisal, individual testing, development of self-concept, etc.)<br>• Provide for the application of mathematics, science, writing, and reading skills in vocational education (e.g., individualized projects, identification of basic skill needs of specific occupations, enrichment activities, etc.) | | | | | | | | | | | | |
| **Development of Occupational Skills**<br><br>To orient people to clusters of occupations that require similar knowledge, skills, tools, methods, and materials | • Utilize unbiased (sex fair and non-stereotyped) information regarding available opportunities within each occupational cluster (i.e., health; business, marketing and management; agricultural; industrial; and home economics)<br>• Provide information regarding educational and skill requirements for new and emerging occupations | | | | | | | | | | | | |

| COMPONENTS | STRATEGIES | Responsible Groups | | | Delivery Systems | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | G/PA | BIL | ED | K-8 | 9-12 | AVC | CC | Univ | PS | Mil | B & I | Appr |
| | • Provide information regarding occupational opportunities for handicapped and disadvantaged individuals<br>• Provide up-to-date information regarding career opportunities, occupational projections, and labor market supply and demand data<br>• Design hands-on individualized or group projects using the community as a classroom, to research the knowledge, skills, tools, methods, and materials required for different occupations | | | | | | | | | | | | |
| To prepare people for employment in a specific cluster of occupations | • Teach occupational orientation courses in agriculture, health, home economics, business and industrial areas<br>• Provide occupational exploration activities within the community in the areas of agriculture, health, home economics, business, and industry<br>• Provide career guidance activities (i.e., career decision-making; coping skills; human relation skills, individualized career plans, etc.)<br>• Provide access to computerized career decision-making and occupational information programs<br>• Establish a career resource center which contains information related to occupations, educational requirements, apprenticeships, supply and demand data, new and emerging occupations, etc. | | | | | | | | | | | | |
| To prepare people for employment in a particular occupation | • Teach occupational skill preparation courses in agriculture, health, home economics, business, and industrial areas in the classroom and laboratory | | | | | | | | | | | | |

| COMPONENTS | STRATEGIES | Responsible Groups | | | Delivery Systems | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | G/PA | BIL | ED | K-8 | 9-12 | AVC | CC | Univ | PS | Mil | B & I | Appr |
| | • Provide extended classroom experiences utilizing community facilities for planned laboratory experiences | | | | | | | | | | | | |
| | • Provide on-the-job training programs (e.g., cooperative vocational education, etc.) | | | | | | | | | | | | |
| | • Offer internship experiences with skill training provided on-site under the supervision of an instructor and an experienced worker | | | | | | | | | | | | |
| | • Submit employment training plans to the local Private Industry Council (Job Training Partnership Act), which help prepare economically disadvantaged, unemployed youth and adults to become productive members of the work force | | | | | | | | | | | | |
| | • Offer apprenticeship training | | | | | | | | | | | | |
| | • Enter into cooperative agreements with other agencies to share instructional responsibilities (e.g., two or more comprehensive high schools, a comprehensive high school and an area vocational center or specialized educational facility, area vocational center and community college, etc.) | | | | | | | | | | | | |
| | • Obtain input from business and industry regarding skill needs of workers | | | | | | | | | | | | |
| | • Promote partnerships between education and industry for the purpose of entering into cooperative training efforts | | | | | | | | | | | | |
| | • Provide up-to-date curriculum to meet the needs of business and industry | | | | | | | | | | | | |
| | • Provide qualified instructors to teach up-to-date skills | | | | | | | | | | | | |
| | • Obtain up-to-date equipment and training facilities when community resources are not available (e.g., purchase, loan, lease) | | | | | | | | | | | | |
| | • Solicit equipment donations from business and industry | | | | | | | | | | | | |
| | • Donate equipment to local education agencies | | | | | | | | | | | | |
| | • Share facilities and equipment (e.g., secondary and adult programs, etc.) | | | | | | | | | | | | |
| | • Utilize competency-based vocational education materials | | | | | | | | | | | | |
| | • Foster joint program planning and development to establish program sequences at the secondary and post secondary levels | | | | | | | | | | | | |
| | • Articulate program offerings of comprehensive high schools, area vocational centers, and community colleges | | | | | | | | | | | | |
| | • Utilize local vocational education advisory committees to examine vocational education program effectiveness and to make recommendations for improvement | | | | | | | | | | | | |

| COMPONENTS | STRATEGIES | Responsible Groups | | | Delivery Systems | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | G/PA | BIL | ED | K-8 | 9-12 | AVC | CC | Univ | PS | Mil | B & I | Appr |
| To prepare people for specific jobs with specific employers | • Identify specific skill needs and individualize curriculum to meet training requirements of business and industry<br>• Offer flexible programs to meet the training requirements of the specific employer (e.g., number of clock hours, content, etc.)<br>• Solicit cooperative arrangements with other training delivery systems and business and industry<br>• Publicize the availability of customized programs to attract new business and industry to a community and/or state by offering to supply a trained work force<br>• Provide financial assistance to local educational agencies to design and conduct employer specific job training programs (e.g., High Impact Training Service [HITS], Industrial Training Program [ITP])<br>• Provide assistance to industries expanding or locating in Illinois by offering to provide qualified instructors and/or salaries of new workers during training (e.g., HITS, ITP)<br>• Provide financial assistance to retrain unemployed workers, upgrade skills of present workers, and train new workers (e.g., Private Industry Council [PIC - Job Training Partnership Act], HITS, ITP, etc.)<br>• Provide qualified instructors to teach in employer specific training programs<br>• Purchase, loan, or lease needed up-to-date equipment and facilities<br>• Publicize the high quality of the general education program<br>• Publicize the services provided to the community through the education system<br>• Design programs to teach computer literacy as well as computer usage and computer application | | | | | | | | | | | | |
| To provide people with training commensurate with expanding and emerging technological advances | • Design programs to teach computer literacy, computer usage and computer application to prospective and present educators, as well as to the general public | | | | | | | | | | | | |

| COMPONENTS | STRATEGIES | Responsible Groups | | | Delivery Systems | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | G/PA | BIL | ED | K-8 | 9-12 | AVC | CC | Univ | PS | Mil | B & I | Appr |
| | • Determine skills needed for development, maintenance and operation of jobs associated with robotics, fiber optics, computer-assisted manufacturing, genetic engineering, microprocessing, etc.<br>• Design a summer work experience program for vocational education instructors<br>• Develop a curriculum based on business and industry input to train/retrain workers due to technological advances<br>• Hold joint public and private agency symposia to discuss the implications of advancing technology on the structure of workplaces<br>• Develop programs emphasizing skills related to synthesizing, managing, and analyzing information necessary for technological advances<br>• Provide maximum flexibility in program content and length to meet local business and industry training needs<br>• Revise vocational education programs consistent with shifts in the nature of work<br>• Utilize the results of the study conducted by the Illinois Occupational Information Coordinating Committee related to the needs of business and industry<br>• Design instructional staff development activities related to economic literacy | | | | | | | | | | | | |

**Goal:** Job Development

**Outcome:** Increased Employment

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Creation of New Employment Opportunities**<br><br>To encourage opening of new business and industry | • Provide tax credit to employers who create jobs for the unemployed<br>• Provide incentives to promote a geographic area (e.g., tax breaks) for opening a new business or industry<br>• Offer courses, seminars and/or workshops focusing on development of entrepreneurial skills<br>• Offer education and training for small business ownership and management<br>• Encourage development of training facilities for high technology industries | | | | | | | | | | | | |

| COMPONENTS | STRATEGIES | Responsible Groups | | | Delivery Systems | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | G/PA | BIL | ED | K-8 | 9-12 | AVC | CC | Univ | PS | Mil | B & I | Appr |
| | • Encourage application to receive assistance as an Enterprise Zone<br>• Promote the capability and quality of Illinois education agencies | | | | | | | | | | | | |
| To provide skilled workers for new business and industry | • Advertise the financial assistance and training capability provided by the High Impact Training Service and Industrial Training Programs<br>• Inform the general public about vocational education programs and services (e.g., install a central contact point for employer assistance (782-JOBS), install an informational number about vocational education offerings (782-VOED), conduct a job placement fair during which employers interview job-ready workers, establish work ethic programs)<br>• Identify and retrain unemployed persons and/or persons needing job upgrading<br>• Utilize program offerings and technical assistance provided by the Illinois State Board of Education, Department of Adult, Vocational and Technical Education; Illinois Community Colleges; proprietary schools; U.S. military programs; business and industry training programs; and labor union apprenticeship programs | | | | | | | | | | | | |
| **Expansion and Improvement of Existing Employment Opportunities**<br>To assist owners and operators of small business to upgrade management and organizational skills | • Provide courses, seminars, and/or workshops in development of management and organizational skills (e.g., Quality Circles, ModelNetics, etc.)<br>• Provide courses, seminars, and/or workshops in development of entrepreneurial skills | | | | | | | | | | | | |

| COMPONENTS | STRATEGIES | Responsible Groups | | | Delivery Systems | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | G/PA | BIL | ED | K-8 | 9-12 | AVC | CC | Univ | PS | Mil | B & I | Appr |
| To assist business and industry in upgrading and/or reorganizing existing job techniques to allow for technological advances | • Provide business and industry with up-to-date information related to technological advances, (e.g., identify restructuring needs of the workplace, equipment needs, and skill needs of workers)<br>• Provide assistance in customizing training to meet individual needs of business and industry<br>• Publicize directions provided by state research efforts (e.g., the Governor's Commission on Science and High Technology, and the Task Force on Private Sector Initiatives, etc.) | | | | | | | | | | | | |
| To provide training and retraining of workers to keep pace with technological advances | • Identify unemployed workers and workers requiring new job skills for training and retraining programs<br>• Provide customized short-term classroom and on-the-job training and retraining<br>• Promote the High Impact Training Services program sponsored by the Department of Adult, Vocational and Technical Education, Illinois State Board of Education<br>• Promote the Industrial Training Program sponsored by the Department of Commerce and Community Affairs<br>• Coordinate training and retraining efforts with the Private Industry Councils of the Job Training Partnership Act, U.S. Military, business and industry, proprietary schools, and labor union apprenticeship programs<br>• Coordinate training and retraining efforts with organizations projecting occupations (e.g., Women's Federation, etc.) | | | | | | | | | | | | |

**Goal:** Community Development

**Outcome:** Improved Quality of Life

| COMPONENTS | STRATEGIES | Responsible Groups | | | Delivery Systems | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | G/PA | BIL | ED | K-8 | 9-12 | AVC | CC | Univ | PS | Mil | B & I | Appr |
| **Improvement of Community Environments**<br><br>To encourage maintenance and improvement of community infrastructure | • Increase community dollars through tax revenue expansion<br><br>• Encourage application for the Department of Commerce and Community Affairs' "Main Street Illinois" program<br><br>• Encourage communities to take advantage of the local Financial Health Program provided through the Department of Commerce and Community Affairs<br><br>• Encourage individuals and/or groups to invest funds in business or property<br><br>• Encourage application for the Small Cities Community Development Block Grant Program provided through the Department of Commerce and Community Affairs<br><br>• Encourage entering the competition for the Governor's Home Town Awards | | | | | | | | | | | | |
| To encourage refurbishing or demolition of outdated community facilities (e.g., factories, businesses, houses, etc.) | • Publish and disseminate information related to state and local agencies that provide community betterment assistance<br><br>• Encourage application for Enterprise Zone Funds to revitalize areas that are disadvantaged because of high unemployment and a poor business climate | | | | | | | | | | | | |
| **Development of Local Economic Development Plan**<br><br>To promote the development of a local economic development plan | • Determine if there is a local economic development plan<br><br>• Determine educations involvement in local economic development plan efforts | | | | | | | | | | | | |

| COMPONENTS | STRATEGIES | Responsible Groups | | | Delivery Systems | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | G/PA | BIL | ED | K-8 | 9-12 | AVC | CC | Univ | PS | Mil | B & I | Appr |
| | • Obtain support of influential leaders from within business, industry, labor, education, and government to establish an Economic Development Coordinating Committee<br>• Give presentations identifying economic development goals and outcomes<br>• Identify an appropriate group to develop a local economic development plan<br>• Use a systematic approach to plan development including determination of current status and desired end results, activities that need to be accomplished, persons responsible, time frame, and needed resources | | | | | | | | | | | | |
| To promote the implementation of a local economic development plan | • Present the plan to business, industry, labor, education and government<br>• Hold seminars, publish articles, plan public service announcements, and distribute printed information to help the target groups to become aware of the plan and its contents and to understand their roles and responsibilities for implementing the plan<br>• Designate an existing group or appoint a new group to serve in an advisory capacity to local economic development groups<br>• Publish success stories in newsletters and state publications<br>• Hold semiannual or annual meetings for local economic development groups<br>• Establish a state hot-line for local groups to obtain assistance | | | | | | | | | | | | |

## Resource Availability

Educational resources are available to assist in planning and implementing economic development activities. A number of organizations within the state provide technical assistance and/or materials to individuals or groups involved in program improvement. This section contains the following information: (1) a description of State Networks, (2) a list of materials which relate to economic development, and (3) planning aids.

### State Networks

| Organization | Description | Contact |
|---|---|---|
| Advisory Council on Adult, Vocational and Technical Education | Independent of the Illinois State Board of Education and state and local governments; required by law in order to receive federal monies for vocational education; has 32 members appointed by the Governor to serve in 20 categories established by federal legislation; responsibilities of the council are outlined by legislation. | Executive Director<br>Alzina Building<br>100 North First Street<br>Springfield, IL 62777<br>217/782-2892 |
| Career Guidance Centers | Provides technical assistance and disseminates information, products and programs on guidance and counseling. | Special Programs Section<br>Illinois State Board of Educ.<br>100 North First Street<br>Springfield, IL 62777<br>217/782-5098 |
| Curriculum Publications Clearinghouse | Provides curriculum materials developed through activities of the Illinois State Board of Education, Department of Adult, Vocational and Technical Education on a cost-recovery basis. | Curriculum Publications Clearinghouse<br>Western Illinois University<br>Horrabin Hall, 46<br>Macomb, IL 61455<br>800/322-3905 (within IL)<br>309/298-1917 (outside IL) |
| Department of Commerce and Community Affairs | Responsible for strengthening the state's economy by promoting the growth of business and industry; by providing job training programs and increasing employment opportunities for Illinois citizens; and by assisting units of local government and related public and private sector groups to more fully utilize their development resources. | Department of Commerce<br>222 South College<br>Springfield, IL 62706<br>217/782-7500<br><br>310 South Michigan Avenue<br>Suite 1000<br>Chicago, IL 60604<br>312/793-2083<br>Telex: 910-221-5559 |
| Educational Service Regions | Statewide system of 57 regions with authority to conduct services on behalf of the state and for local school districts; many services are supervisory while others supplement the resources and services available within the districts. | Illinois State Board of Educ.<br>100 North First Street<br>Springfield, IL 62777<br>217/782-2927 |

| Organization | Description | Contact |
|---|---|---|
| Illinois Development Council | Furthers the development of the economic base of the state by means of: fostering cooperation among economic development professions of the state; encouraging statewide awareness of the opportunity and problems within the state; and affording professional economic developers a vehicle for assembly and collective expression | Illinois Development Council<br>P.O. Box 256<br>Springfield, IL 62705<br>312/372-7373 |
| Illinois State Chamber of Commerce | Provides programs and services to help members control their cost of doing business; and serves as a medium to further the state's economic progress; specialists are available to assist in each of the following areas: legislative, environment, taxation, small business, education, labor relations, economic development, energy, regulatory, political action, government operations, and international trade. | Illinois State Chamber of Commerce<br>20 North Wacker Drive<br>Chicago, IL 60606<br>312/782-7373 |
| Illinois State Board of Education, Department of Adult, Vocational and Technical Education | One of a number of departments within the Illinois State Board of Education designated to administer federal and state revenues to provide all citizens with educational opportunities in (1). Vocational and Technical Education, (2) career education, (3) adult education, and (4) comprehensive training under the Job Training Partnership Act. | 100 North First Street<br>Springfield, IL 62777<br>217/782-4870 |
| Illinois Vocational Curriculum Center | Provides material searches and workshops to vocational education teachers and administrators; identifies curriculum needs; seeks materials to satisfy needs; loans materials developed within state and nation; conducts presentations and tours. | Sangamon State University<br>Springfield, IL 62777<br>800/252-8533 (within IL)<br>217/786-6375 (outside IL) |
| Small Business Administration | Helps new or growing businesses meet their financial needs; counsels small firms with problems; offers special assistance to minority, women-owned and veteran-owned businesses; helps small businesses to secure government contracts; and acts as a special advocate for small business with other Federal agencies, with states and within the private sector. | Small Business Administration<br>4 North Old Capital Plaza<br>Springfield, IL 62701<br>217/492-4416 |
| University Occupational Education Coordination Council | Serves as a vehicle for the coordinating of statewide impetus in the preparation of occupational education professional personnel among nine higher education institutions with comprehensive vocational programs. | Council Chairperson<br>356 Swen Parson<br>Northern Illinois University<br>De Kalb, IL 60115<br>815/753-1306 |

# Economic Development Bibliography

The following list of materials which relate to the general area of Economic Development have been developed as a result of program improvement projects in vocational education which were funded by the Illinois State Board of Education/Department of Adult, Vocational and Technical Education/Research and Development Section, 100 North First Street, Springfield, Illinois 62777. Following the publication title is a brief description of the material and a list of sources indicating its availability (see State Network Chart for contact information).

*Annotated Bibliography: Job Creation and Vocational Education*, 1980

Description: Brief annotations are given for publications in the following areas: 1) human development, 2) statistical information, 3) vocational and career information, 4) public/private involvement, 5) work-related projects, 6) economic factors, 7) Illinois manpower information, 8) national manpower policies, and 9) international manpower policies.

Sources: Curriculum Publications Clearinghouse
ERIC Microfiche Collection (Number ED 201757)
Illinois Vocational Curriculum Center

*Assessment of the Impact Vocational Education Can Have on Improving Worker Productivity. Long Range Action Plan, 1981*

Description: This long-range action plan was developed to identify needed research and development activities in vocational education to improve the productivity of the workforce. Recommendations are included in four major categories: research, curriculum development, professional development, and dissemination. The publication is designed to assist individuals at the state level to plan and design programs and services which may improve the productivity of the workforce.

Sources: ERIC Microfiche Collection (Number ED 204513)
Illinois Vocational Curriculum Center

*Concept Papers: Relationships Between Vocational Education and Job Creation*, 1980

Description: Included in this publication are papers concerning the following three areas: 1) national and state perspective of job creation, 2) examples of how specific vocational education disciplines influence the job creation process and, 3) case studies of job creation activities at the community level.

Sources: ERIC Microfiche Collection (Number ED 189460)
Illinois Vocational Curriculum Center

*Entrepreneurship Education: Learning the Skills* (Volume I), 1979

Description: Designed to emphasize entrepreneurial skills in relation to management and industry, this first volume of the entrepreneurship education curriculum guide is comprised of 19 sessions. The initial session is an orientation to the course and is followed by 18 sessions divided into four instructional units: 1) inner control, 2) innovation, 3) decision making, and 4) human relations. Each unit begins with the general overview which serves as an introduction to the skills addressed in the unit. Each unit contains from 4 to 6 sessions related to 6 management skill areas: determining product and market, selecting allocation, advertising and sales promotion, recordkeeping, obtaining initial capital, and employee and community relations. Each session follows a typical format that includes the following sections: rationale, materials, class activity, and a discussion guide for out-of-class activity. Materials such as transparencies, handouts, and out-of-class assignment sheets needed for each session are included.

Sources: Curriculum Publications Clearinghouse
ERIC Microfiche Collection (Number ED 190863)
Illinois Vocational Curriculum Center

*Entrepreneurship Education: Applying the Skills* (Volume II), 1979

Description: Designed for use with the Level 1 Curriculum Guide (Entrepreneurship Education: Learning the Skills), this Level 2 (Volume 2) guide focuses on planning and completing student projects. The first of three major sections is designed to familiarized students with how projects are completed. The second section, Resources for Planning and Completing Projects, contains a number of aids to help students begin projects. Suggested project activities, issues for investigation, and predesigned projects are included in the following areas: deciding on a product or market, selecting a location, obtaining initial capital, choosing a legal form of organization, recordkeeping, credit and collection, advertising and sales promotion, employee and community relations, and insurance. Developing and maintaining community resources is described in the final section

Sources: Curriculum Publications Clearinghouse
ERIC Microfiche Collection (Number ED 190864)
Illinois Vocational Curriculum Center

*Entrepreneurship Education: Supplementary Readings* (Volume III), 1979

Description: This third volume in the Entrepreneurship Education Curriculum materials includes readings and suggested additional resources which compliment the instructional strategies contained in the first two volumes. Three sections are included in the guide: critical incidents, readings and entrepreneurial skills, and management skill area resources. Critical incidents are two types: those related to business and those related to non-business situations. The second section contains student readings in eight entrepreneurial skill areas: inner control, innovation, decision making, human relations, planning and goal setting, reality perception, risk taking, and using feedback. The third section contains resources for the management skill areas.

Sources: Curriculum Publications Clearinghouse
ERIC Microfiche Collection (Number ED 190865)
Illinois Vocational Curriculum Center

*Job Creation*

Description: This material is designed for use at the secondary level to communicate the three components of job creation: entrepreneurship, new ideas in a job, and a new job. It is composed of 6 modules of student worksheets and teacher guides along with a cassette of eleven songs. The modules can be used on a one-to-one basis, in small groups, and in vocational education and career education classes.

Sources: Curriculum Publications Clearinghouse
ERIC Microfiche Collection (Number ED 213954)
Illinois Vocational Curriculum Center

*Job Creation: A Cooperative Process,* 1980

Description: This booklet describes several programs in Illinois that are successful in creating jobs for their graduates. It is designed to encourage people at the local level to examine their programs in a more creative fashion.

Sources: Curriculum Publications Clearinghouse
Illinois Vocational Curriculum Center

*Methods and Materials for Teaching Occupational Survival Skills,* 1979

Description: This is a resource concerned with the "human" aspects of working in organizations. The guide is divided into twelve instructional modules and a test section for student evaluation. Each module is divided into five or more sections. Each section involves a highly action-oriented approach and contains the following components: (a) topic, (b) objective, (c) survival skills emphasized, (d) importance, (e) materials and equipment, (f) activity, and (g) follow-up. The twelve instructional modules are the following: Working in Organizations, Motivation in Work, Understanding Self, Interpersonal Relations, Effective Communications, Using Creativity at Work, Problem Solving, Authority and Responsibility, Leadership, Coping with Conflict, Coping with Change, and Adapting and Planning for the Future.

Sources: Curriculum Publications Clearinghouse
ERIC Microfiche Collection (Number ED 166442)
Illinois Vocational Curriculum Center

*Organizing Small Business Programs in Community Colleges, 1982*

Description: This guide assists community college instructors and administrators develop educational programs to meet the needs of current and potential small business entrepreneurs. It provides a variety of programs and resources to foster the development of small business. Sections of the guide deal with the community college role in facilitating small business development, decision guidelines, participant needs, program content, advisory committees, needs assessment, program financing, program promotion, and program evaluation.

Sources: Curriculum Publications Clearinghouse
ERIC Microfiche Collection (Number ED 219517)
Illinois Vocational Curriculum Center

*Owning and Operating a Small Business: Strategies for Teaching Small Business Ownership and Management,* 1976

Description: This guide may be used to develop a course in small business management or as a resource for an existing course in small business management. It can also be used to integrate small business emphasis into ongoing business courses. The content of the guide is based upon teaching management information and skills through a unique activity format.

Sources: Curriculum Publications Clearinghouse
ERIC Microfiche Collection (Number ED 133435)
Illinois Vocational Curriculum Center

*Potential Roles of Vocational Education in Improving the Productivity of the Work Force,* 1981

Description: The monograph presents a discussion of the relationship between vocational education and productivity and identifies potential areas of impact. It details the findings from the search of existing literature.

Sources: Illinois Vocational Curriculum Center
ERIC Microfiche Collection (Number ED 205681)

## Educational Resources Information Center (ERIC) Microfiche Collections in Illinois

Southern Illinois University at Carbondale
Eastern Illinois University
Chicago Public Library
Chicago State University
Loyola University of Chicago
Northeastern Illinois University
University of Chicago
University of Illinois at Chicago Circle
Northern Illinois University
Southern Illinois University at Edwardsville
National College of Education
Northwestern University
College of Lake County
Western Illinois University
Illinois State University
Moraine Valley Community College
Governors State University
Bradley University
Concordia College
Illinois State Board of Education
Sangamon State University
University of Illinois at Urbana

## Planning Aids

The "Overview" section of this document defines economic development and provides premises upon which the difinition was established. The document also identifies three major goals for economic development and defines the roles of the groups involved: business, industry, and labor; government; and education. The "Strategies" section provides objectives and strategies for accomplishing the goals, identifies responsible groups, and suggests delivery systems within which the strategies can be implemented. The first portion of this section identifies available resources.

For economic development to occur the strategies need to be activated. Therefore, this section provides a list of suggestions for successful planning within educational institutions and an outline to aid planning efforts. Once the plan is developed to include the following essential elements it needs to be disseminated:

- All individuals and groups involved need to be made aware and understand the overall plan and its various components.
- All individuals and groups need to understand their roles and responsibilities for implementing the plan.
- All individuals and groups need to commit themselves to the plan, and
- All individuals and groups need to implement their portions of the plan

### Suggestions for Successful Planning Within Educational Institutions

- Gain administrative commitment.
- Contact and involve your local plan writer for vocational education.
- Work with your local vocational education advisory council.
- Identify economic development advocates within the school district.
- Involve all educational levels.
- Involve local business, industry and labor organizations.
- Involve state and local governmental agencies.
- Involve community based organizations.
- Interface plan with economic development efforts of business, industry, labor and government

### Planning Outline

| **What** do you want to accomplish? | **How** will you do it? |
|---|---|

| | **Who** will do it? | **Where** will it be done? | **When** will it be accomplished? |
|---|---|---|---|
| | | | |

## References


1. Adult, Vocational and Technical Education, *Annual Report Fiscal Year 1981 — Vocational Education in Illinois: Economic Impact*, Springfield, Illinois: Illinois State Board of Education, 1981

2. Adult, Vocational and Technical Education, *Education for Employment, A Proposed Policy Study*, Springfield, Illinois: Illinois State Board of Education, 1982

3. Adult, Vocational and Technical Education, *Education for Employment Policy Study: A Preliminary Report*, Springfield, Illinois: Illinois State Board of Education, April, 1983

4. Adult, Vocational and Technical Education, *Overview* (Brochure), Springfield, Illinois

5. Department of Commerce and Community Affairs, *Working to Keep Illinois Working* (Brochure), Springfield, Illinois

6. Illinois Bell, So What Does Illinois Really Have to Offer? *Telenews*, December 19, 1981, pp. 14-15.

7. Illinois Community College Board, *Newsletter*, Springfield, Illinois, April, 1983

8. Illinois 2000 Foundation, *Alternative Economic Futures of Illinois: Executive Summary*, Chicago, Illinois, 1979.

9. Myers, Nona R., New Projects on Economic Development, *Illinois Vocational Education Journal: Economic Development*, Springfield, Illinois: Illinois State Board of Education, Spring, 1983, pp. 22-23

10. Office of the Governor, *News*, Springfield, Illinois, October 5, 1983

11. The Society of Chartered Property and Casualty Underwriters, the Restructuring of America in the Decade Ahead, *The Public Affairs Forum*, Malvern, Pennsylvania, 1982.

21. Task Force on the Future of Illinois, *Illinois: The Future — Final Report*, Springfield, Illinois: State of Illinois, 1980.

**Illinois**
**State Board of**
**Education**

100 North First Street
Springfield, Illinois 62777

Walter W. Naumer, Jr.
Chairman

Donald G. Gill
State Superintendent of Education

An Equal Opportunity/
Affirmative Action Employer

11/83 3,000